

30 April 2000

USAF ENLISTED PROFESSIONAL MILITARY EDUCATION PROCEDURAL GUIDANCE

This publication applies to the Educational Programs Cadre (EPC) and all schools implementing Enlisted Professional Military Education (EPME) curricula. It is published under the authority of **AFI 36-2301, *Professional Military Education***, and prescribes policies and procedures for management of Air Force EPME programs of instruction. It prescribes program philosophy, implementation, and evaluation. It establishes criteria for graduation and procedures for academic review boards, student releases, and Air Force authorized awards and calculations.

NOTE: The OPR, EPC/DO, must approve any proposed supplements to this publication.

R SUMMARY OF REVISIONS

Identified responsibilities for the commandant/ALS flight chief throughout. Revised office symbols and added additional information and explanations throughout. Revised graduation and awards criteria to ensure all curriculum changes are taken into account. Mandated use of the new Graduate Tracking System (GTS); suggest utilizing the electronic version whenever possible. Changed Attachment 2, from “*Awards Tally Sheet*” to “*Graduate Tracking System (GTS) Calculation Worksheets*.” Added Attachment 3, *EPME Curriculum/Test Change Request*; Attachment 4, *List of Abbreviations*; and Attachment 5, *List of References and Table of Disposition for Student Records*. Paragraph revisions and additions are identified with a checkmark (R) even if the paragraph number was changed without the content being changed.

Table of Contents

Paragraph	Title	Page
1	Purpose —————	3
2	EPME Structure —————	3
3	Standardized Program Implementation —————	3
4	Course Feedback —————	4
5	Student Eligibility —————	5
6	Flight Composition —————	5
7	Academic Freedom, Nonattribution, Professional Behavior, and Academic Integrity —————	5
8	Academic Evaluations —————	7
9	Student Diagnostic Assessment —————	9
10	Test Security —————	9
11	Curriculum Validation —————	10
12	Academic Review Boards —————	10
13	Student Releases —————	11
14	Awards —————	13
15	Faculty Development —————	14
16	Consultation Visits —————	15
17	Non-resident Courses —————	16
18	Records Management —————	16
19	Additional Guidance —————	16

Figure	Title	Page
8-1	Summative Academic Evaluation Track —————	8

Attachments	Title	Page
1	Awards Criteria —————	17
2	Graduation Tracking System (GTS) Calculation Worksheets —————	20
3	EPME Curriculum/Test Change Request —————	23
4	Glossary of Abbreviations and Acronyms —————	25
5	List of References and Table of Disposition for Student Records —————	26

1. Purpose. Enlisted Professional Military Education (EPME) provides enlisted personnel with the skills and knowledge to make sound decisions in progressively more demanding leadership positions within the national security environment and to strengthen their understanding of and commitment to the profession of arms.

R1.1. Responsibility. It is the responsibility of the commandant/ALS flight chief to follow the intent of this directive to ensure decisions result in sound program management. It is also the responsibility of the commandant/ALS flight chief to ensure EPME programs are administered rigorously, which demands accurate and detailed documentation.

2. EPME Structure. EPME consists of three programs of instruction: the Air Force Senior NCO Academy (AFSNCOA), NCO Academy (NCOA), and Airman Leadership School (ALS).

R3. Standardized Program Implementation. It is the responsibility of the commandant/ALS flight chief to ensure standardized program implementation is followed IAW this paragraph.

3.1. Each program of EPME curricula must be implemented as designed by the Educational Programs Cadre (EPC). Lesson methodologies, objectives, and measurable samples of behavior will not be changed. This does not preclude rearrangement of main points within the lessons as long as the lesson objective is accomplished.

R3.2. Schools desiring to modify curricula or deviate from the standard program implementation must send written waiver requests, signed by the commandant/ALS flight chief, with rationale to: EPC/DE; 550 McDonald St; Maxwell AFB, Gunter Annex AL, 36114-3107. Waivers are reserved for unique local situations that preclude instructors from delivering curriculum as designed. Modifications or deviations will not be implemented or tested prior to obtaining approval from EPC. EPC is the final approval/disapproval authority. EPC will provide a written response to all requests. Approvals must be maintained on file at the applicable school. EPC will suspense and track all waivers and ensure follow-up is accomplished IAW EPC policy.

3.3. Course length, academic day, and instructional period are all factors that lead to consistent EPME academic courses for the Air Force. The instructional program was developed based upon these criteria, and changing these criteria invalidates the parameters used to develop the courses. Furthermore, all three programs of EPME curricula are designed to enhance and closely relate to each other. Any changes in any program greatly impact the curricula development in the other programs. In addition, unauthorized changes or deviation could endanger the institution's affiliation with the Community College of the Air Force (CCAF). Therefore, it is critical all EPME programs conduct the course under the established parameters. For specific course lengths, refer to the Air University Catalog.

3.4. Schools may rearrange intra-phase/module sequencing of lessons provided phase/module continuity is not affected. When necessary, specific scheduling notes regarding sequence will be included in the master schedule and/or lesson plans published by EPC.

3.5. The standard academic day consists of eight hours of activity/instruction. Each instructional hour consists of **45 minutes of activity** and **15 minutes of break time**. In addition, some lessons require additional self-study or lesson preparation outside the classroom environment. Testing periods are indicated in lesson plans, test booklets, and the master schedule and cannot be adjusted.

R4. Course Feedback. It is the responsibility of commandants/ALS flight chiefs to ensure course feedback is provided to EPC/DOA in a timely manner.

4.1. Feedback is the basis for any sound improvement to instructional programs. In addition, feedback provides the data to make sound decisions for course modifications or updates. This data is used to determine if the right things are being taught, to the right people, at the right times. As part of any quality educational process, statistical analysis is required to constantly update courses to provide students with an education that meets Air Force needs.

R4.2. Each school **must** provide the following types of curriculum related feedback to EPC/DOA within 5 working days after each class graduates:

R4.2.1. Test data (pretest, formative, and summative tests). **NOTE:** As a function listed in the 8T000 CFETP, the task of **test analysis** must be performed by someone in the 8T000 SDI and cannot be delegated to anyone in another AFSC. This does not preclude a staff member from running the TAD program if that person has graduated from the same or higher level of EPME or is a civilian employee assigned specifically to this functional area. Due to the importance of **test analysis**, waivers to this policy will not be considered.

R4.2.1.1. Each school should receive test analysis reports via e-mail from EPC/DOA each quarter. Schools should use these reports to evaluate instruction by comparing the school's test item statistics to the Air Force averages listed in the report. These comparisons should indicate the strengths and weaknesses of instruction and drive appropriate action for improvement. Improvement actions include development of In-Service Training for faculty or submission of an EPME Curriculum/Test Change Request form—see Attachment 3.

R4.2.2. End of course critique data and written comments, Unit/Lesson critique data, and Profession of Arms Affective Surveys (pre- and post-surveys).

R4.2.2.1. EPC/DOA determines the format for reporting survey data.

R4.2.2.2. EPC/DOA compiles data and provides reports quarterly/annually.

R4.3. Each school **must** provide the following types of curriculum related feedback to EPC/DOA when applicable:

R4.3.1. Instructor feedback when available.

R4.3.2. Instant feedback ("Anytime" Critiques, Test Item Critiques, etc.) when available.

R4.4. EPC/DOA forwards all test data, survey reports, and curriculum related feedback to EPC/ED.

R5. Student Eligibility. It is the responsibility of the commandant/ALS flight chief to ensure student eligibility requirements are followed IAW this paragraph.

R5.1. Students must meet eligibility requirements as listed in the Education and Training Course Announcements (ETCA) [<http://hq2af.keesler.af.mil/etca.htm>]

5.2. Students not meeting eligibility requirements will be returned to their unit of assignment.

5.3. Requests for waivers to eligibility criteria must be forwarded through the MAJCOM to HQ USAF/DPDEE for approval.

R5.4. *The EPME staff will not weigh students as a routine practice.* Members attending EPME will be weighed/measured for body fat at their home station not earlier than 30 calendar days and not later than 10 calendar days prior to the projected departure date; this applies to local students as well as students in TDY status. The rationale for this policy is to allow Military Personnel Flights to properly outprocess students, and provide a reasonable amount of time to notify an alternate when the primary selectee does not meet standards. Short notice selectees will be weighed by the unit prior to departure; this applies to local students as well as students in TDY status. Each student will hand carry a memorandum from the squadron commander (or designated representative) to the commandant/ALS flight chief listing the member's weight/body fat and certifying the member meets Air Force weight/body fat standards. Personnel at the EPME facility ensure students reporting without a weight/body fat certification letter are weighed on a certified/calibrated scale. Students not meeting weight standards will be referred to the base Health and Wellness Center (HAWC) for body fat measurement. Any student who does not meet Air Force standards will be returned to home station IAW AFI 40-502, *The Weight and Body Fat Management Program*, 1 July 1999. (See "NOTE" to paragraph 3, pages 9-10.)

R6. Flight Composition. It is the responsibility of the commandant/ALS flight chief to ensure flight composition parameters are applied IAW this paragraph.

R6.1. The student to instructor ratio ideally should be limited to 12-14 students per instructor based on instructional level of learning and associated teaching methodologies.

R6.2. To ensure diversity in the classroom and facilitate achievement of educational objectives, flight composition shall reflect the profile of the class (using the following parameters in this order: AFSC, base, gender, and race).

R7. Academic Freedom, Nonattribution, Professional Behavior and Academic Integrity. It is the responsibility of the commandant/ALS flight chief to ensure the intent of this paragraph is followed.

R7.1. Academic Freedom. Academic freedom is the privilege of debate with discretion on any subject related to curricula within the EPME instructional environment. Visiting lecturers, faculty and students are encouraged to state their opinions and support or criticize any objective or policy while pursuing knowledge and improvement of the military profession. Responsible classroom exploration and discussion of controversial issues are permitted. However, this policy does not include the freedom to use offensive remarks and irresponsible statements. This means academic freedom must be tempered with good judgment to ensure remarks or irresponsible statements (i.e., sexist comments, ethnic slurs, etc.) that could prove offensive or disparaging to individuals, or groups, are not made.

R7.2. Nonattribution. Nonattribution is the treatment of statements made in a school forum as privileged information not to be attributed to a specific individual. Statements, disagreements and other comments made by guest speakers, instructors, or students will be safeguarded through the practice of nonattribution. It is acceptable to say “a previous speaker” or “it was discussed in our flight/seminar,” but the names of the speakers will not be divulged. Permission must be received from speakers and the school concerned before remarks may be released or discussed with other individuals outside the academic forum. This includes references made in students’ communication skills assignments within the institution.

7.3. Professional Behavior. The mission of EPME schools demands that all personnel maintain a proper and professional relationship. Therefore, the faculty and staff must use solid judgment and common sense in avoiding unprofessional relationships with students in the EPME environment. EPME personnel shall not establish, develop, attempt to develop, or conduct a close personal social relationship with any student. Students are expected to abide by the same standards of behavior. However, participation in school or flight activities such as picnics or sporting events is encouraged.

R7.4. Academic Integrity. All students, faculty, and staff must adhere to the highest standards of academic integrity. Academic integrity is the uncompromising adherence to a code of ethics, morality, conduct, scholarship, and other values related to academic activity. Failure of EPME personnel to practice academic integrity reflects discredit on the enlisted force and the entire PME community. All individuals who violate academic integrity standards of conduct are subject to administrative action. Additionally, violations may be prosecuted under the *Uniform Code of Military Justice*, Article 92. Violations of academic integrity include, but are not limited to, cheating, plagiarism, and misrepresentation. Cheating is the act of giving or receiving improper assistance (e.g., copying another’s examination, students claiming another’s homework as their own or using student notes from previous classes). Plagiarism is the act of passing off the ideas and work of others as the product of one’s own mind (e.g., copying verbatim, without quotation marks, with the intent to claim that material as one’s own work). Misrepresentation is the act of making an assertion orally or in writing to intentionally deceive or mislead (e.g., knowingly giving false statements to an academic review board).

R7.4.1. Schools will publish paragraph **7.4., Academic Integrity**, in school policy publications.

R8. Academic Evaluations. It is the responsibility of the commandant/ALS flight chief to ensure the intent of academic evaluations is followed IAW this paragraph.

R8.1. All students will complete a pre-test in accordance with the master schedule. The purpose of collecting this data is for use when revising/adjusting curriculum (e.g., subjects, levels of learning, methodologies, and objectives) presented in all three programs of EPME. Because this is the primary purpose of pre-testing, students will not be advised of the results on this examination. **NOTE:** Pretest results are forwarded to EPC/DOA, IAW paragraphs 4.2. and 4.2.1.

R8.2. All students will complete a series of formative and summative evaluations. The intent behind the formative-summative approach is to get every student to learn and retain as much of the lesson material as possible. The formative evaluation identifies to the instructor areas that need to be further explained during the formative evaluation review. In addition, the formative evaluation helps the students focus on areas where more study is needed. One full class or calendar day must separate formative evaluations from summative evaluations for the purpose of allowing students to study areas where a lack of understanding is evident (e.g., formative is given on Monday, summative will be given on Wednesday **or** formative is given on Friday and summative is given on Monday). See the appropriate Instructor Guide for administrative and reporting procedures. For disposition of academic evaluation records, see AFMAN 37-139, *Records Disposition*, Table 36-40, Rule 3.

8.3. Formative Evaluations

R8.3.1. Administer formative evaluations **after** the developmental lessons are delivered; therefore, students must not have access to formative objective evaluations prior to the instruction. Having access to formative objective examinations prior to instruction invalidates the measurement and subsequent feedback. Formative objective evaluations are used to measure terminal objectives prior to the summative evaluation.

R8.3.2. Students will not keep the formative objective evaluation materials nor make notes of the evaluation for use following the feedback session. The formative objective evaluations are controlled items and are subject to test security as described in paragraph 10.

R8.3.3. To prevent plagiarism, students must not copy, retain, or distribute any version of the formative writing and speaking assignments after feedback has been provided. Schools should allow students to retain graded writing and speaking assignments (papers, outlines and evaluation instruments) after instructor evaluation to gain the most from the feedback provided. However, schools must ensure **ALL** formative writing and speaking assignments (papers, outlines and evaluation instruments) are collected and accounted for before the student graduates or returns to home station or unit.

R8.3.3.1. Students will have access to the study guides and **blank** evaluation instruments for both the formative writing and speaking evaluations prior to and following administration. The evaluation instruments contain information useful for student preparation for formative and summative writing and speaking evaluations.

R8.4. Evaluation Standards and Graduation Criteria. Use of the Graduate Tracking System (GTS) is **mandatory**. Use the electronic version whenever possible.

8.4.1. Graduation is based upon a cumulative minimum passing score in each of the summative evaluation (objective and performance) tracks. Minimum passing standards for each program are published in the evaluation instructions, instructor guides, and school policy publications. Students will be briefed on graduation criteria upon entry into the program of instruction.

R8.4.2. Summative Objective Evaluation Track. Each student should demonstrate mastery of the objectives measured on summative objective evaluations by attaining the minimum passing score. Students not attaining the minimum passing score on each test will be formally counseled to include appropriate documentation. Counseling for subsequent failures will be progressive in nature. However, no student will be academically disenrolled as long as he/she can meet the cumulative minimum passing score required for graduation. (See Figure 8-1)

R8.4.3. Summative Performance Evaluation Track. Each student should demonstrate mastery of the objectives measured on summative performance evaluations by attaining the minimum passing score. The cumulative minimum passing score for the performance track is a combination of summative writing and speaking evaluations.

R8.4.3.1. For those EPME levels with group performance projects, students must attain a minimum passing score for individual performance evaluations as well as an overall cumulative passing score for both group **and** individual performance evaluations (e.g., student could pass by scoring high enough on individual performance evaluations to overcome failing scores on group performance evaluations, but cannot pass by scoring high enough on group performance evaluations to overcome failing scores on individual performance evaluations).

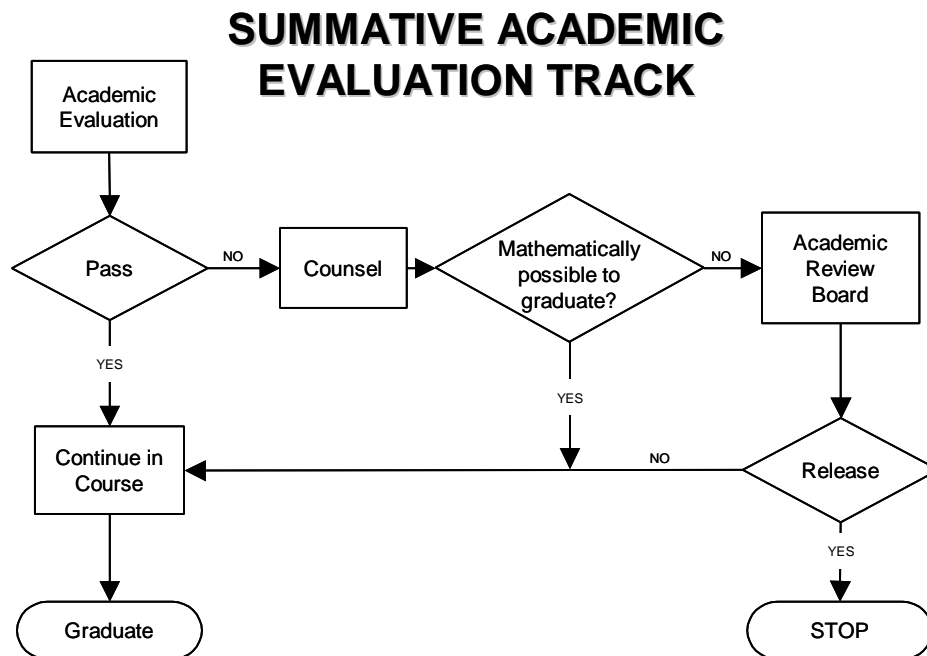


Figure 8-1

R8.4.3.2. Students not attaining the minimum passing score in the writing or speaking portion of the performance track will be formally counseled to include appropriate documentation. Counseling for subsequent failures will be progressive in nature. However, no student will be academically disenrolled as long as he/she can meet the cumulative minimum passing score required for graduation (except as noted in paragraph 8.4.3.1. for individual performance evaluations). (See Figure 8-1)

9. Student Diagnostic Assessment.

R9.1. Students are administered diagnostic assessments in accordance with the master schedule. A low score on any assessment is not justification to release a student but can provide information to the instructor for the purpose of monitoring and offering guidance to the student.

9.2. Diagnostic assessments are controlled items subject to test security as described in paragraph 10.

R10. Test Security. It is the responsibility of the commandant/ALS flight chief to ensure test security procedures are followed IAW this paragraph. Schools **must** have written and executable policies covering security of testing materials during emergency situations (i.e., fire alarms, bomb threats, tornados, etc.).

10.1. Compromise of test materials has serious implications for EPME instructional programs. The commandant/ALS flight chief must ensure the security of all test materials. Test materials include any paper or electronic media containing test items, test answers, or other test related information that may enable students to successfully complete evaluations without receiving the corresponding instruction.

R10.1.1. The commandant/ALS flight chief will ensure all test materials are double locked (stored in a locked cabinet in a locked room; or stored in a locked room inside another locked room, provided there is only a single entry into each of the rooms). All rooms and/or cabinets will remain locked at all times except when a staff member is present. Combination locks, if used, will be changed upon re-assignment of personnel. Access to this material is limited to staff members only. Faculty and staff members who have not completed the school/course will not have access to any test material at any time. When test material is reproduced, or destroyed, a staff member will be present during the entire process and ensure no unauthorized person gains access. Waivers to this requirement must be fully justified and submitted for approval/disapproval to EPC/DE.

R10.1.2. Any suspected compromise of test material will be reported to the commandant/ALS flight chief immediately. If an investigation of the test compromise is unresolved, the commandant/ALS flight chief will contact EPC immediately. EPC/DE will determine the extent of the compromise and course of action to be taken in regards to test integrity.

10.2. To prevent test compromise when mailing test critiques or other test materials identifying specific test questions and answers, appropriate control procedures must be followed:

- 1) Place the test material(s) inside a manila envelope with the addressee's office symbol. Mark "TEST MATERIAL" in bold lettering on the front and back of the envelope.
- 2) Place the marked envelope inside another manila envelope with the appropriate mailing addresses.
- 3) Do not indicate on the **outer** envelope that test material is enclosed.
- 4) Complete an AF Form 12 and notify the Base Information Transfer Service (BITS) to send the package via "Certified Mail."

R 10.3. If e-mail is used to send test critiques, schools must use the WINZIP software and password protect each file. Contact EPC/DOA **before** sending any test material **feedback** electronically.

R 11. Curriculum Validation. It is the responsibility of the commandant/ALS flight chief to ensure curriculum validation implementation procedures are followed IAW this paragraph and specific guidance provided during any validation process.

R 11.1. The validation process for EPME programs is an essential element in determining the educational effectiveness of new or revised curriculum. Validation assesses the effectiveness of instruction while it is being developed with the intention of improving it. It is a process of repetitive cycles, tryouts, and revisions until evidence shows the instruction is effective.

R 11.2. EPC's instructional validation process ensures instructional design, delivery and student evaluation are not fatally flawed before becoming an authorized part of the EPME standardized program. Validation depends on following, across the EPME community, the guidance provided by EPC. Violation of EPC guidance places the validation effort at risk because data used for curriculum and test modification decisions will be faulty. To ensure the highest probability of success, students **must** be advised that some areas of the curriculum, including tests, may be under validation. However, students **must not** be advised which **specific areas** are under validation, with the goal of a motivated effort by the student; student performance on validation material **will not** count in satisfying graduation criteria. This material is filling legitimate instructional needs and is no less important than the validated curriculum.

R 11.2.1. As changes are integrated into the curriculum, EPC will notify each school on how changes are to be validated. The extent of the validation process will depend on the extent of the changes. EPC/ED will notify and coordinate with EPC/DOA when changing test items.

R 11.2.2. EPC/ED will identify those test items under validation that will not be used in the calculation of student test scores to meet graduation criteria.

R 12. Academic Review Boards (ARB). The commandant/ALS flight chief has the responsibility to ensure the integrity of the EPME diploma through consistent decision-making. The ARB is an integral part of the education process. It should be used as a tool to ensure diplomas are presented to only those students meeting standards and requirements necessary to assume greater rank and responsibility.

12.1. An ARB will convene when a student cannot attain the cumulative minimum passing score (objective or performance track) to satisfy graduation criteria. In addition, the commandant/ALS flight chief may convene an ARB for any student deemed to be at risk (e.g., student fails first summative test and then fails summative writing evaluation).

R 12.2. The commandant/ALS flight chief will appoint an ARB composed of three or more military members in the same grade or higher than that of the student. Neither the **student's instructor nor the commandant/ALS flight chief** will serve as a member of the appointed board. Members of the ARB do not have to be assigned to the school, but must have a clear understanding of the purpose of the board (paragraph 12.3). The ARB will convene one day after the student is notified a board is being convened, unless the student consents in writing to convene the board at an earlier time (legal requirement from the AU/JA).

R 12.3. The ARB determines if there are any extenuating circumstances beyond the student's control that may have affected the student's performance on the evaluation(s), and if the institution has met all of its responsibilities in conducting the instructional program. Extenuating circumstances may indicate the student needs to be **administratively** released (paragraph 13.2.) only **if** the extenuating circumstances did not surface **until** the ARB's investigation. If the extenuating circumstances surfaced **before** the ARB was convened, and the student **chose** not to accept **administrative** release, the decision should be whether to continue or **academically** release the student. This policy **must** be briefed to students at the beginning of class and again when extenuating circumstances arise due the consequences of this choice.

R 12.4. The student must be given the opportunity to make a written presentation, an oral presentation, or both to the ARB. If the student elects not to make either an oral or written presentation, he/she must make a written declination statement. However, the student **must** appear before the ARB if directed by the board. On the basis of the findings, the board will make a recommendation to the commandant/ALS flight chief.

R 12.5. The commandant/ALS flight chief will make the final determination and inform the student concerning continuation or elimination, **unless supplemental procedures are established by the MAJCOM/DRU/FOA owning the school** (supplemental procedures must be reviewed and approved by the OPR, EPC/DO). If eliminated, the student can submit a written appeal within 10 working days upon returning to home station or unit. The appeal authority is one level above the appointing/releasing authority.

R 12.6. Nothing in this guide shall be construed to require that a board proceeding's administrative paperwork be completed before the release authority initiates action.

R 13. Student Releases. It is the responsibility of the commandant/ALS flight chief to ensure student release procedures are followed IAW this paragraph. For disposition of **ALL** student release records (whether student was released or retained to include ARB records), see AFMAN 37-139, *Records Disposition*, Table 36-37, Rule 11.

13.1. Academic Release.

13.1.1. Students failing to meet the academic standards of the course may be academically released from the school. Prior to this type of release, an academic review board will be convened in accordance with paragraph 12. Appeal procedures in paragraph 12.5. apply.

R 13.1.2. The commandant/ALS flight chief **must** inform the student's commander, in writing, of the academic review board findings.

R 13.1.3. This release renders the student ineligible for re-entry into any EPME course of instruction for 6 months. The releasing school will update the student status using the appropriate code, if applicable, in the current student management system.

13.2. Administrative Release.

13.2.1. Students who cannot meet the requirements of the course for personal or military reasons may be administratively released. Examples include, but are not limited to, family emergencies justifying emergency leave or the mission of the parent unit that requires the recall of a student. All administrative releases must be documented. Release of students recalled to duty may be approved through voice communications and must be followed up in writing by the commander authorizing the recall.

13.2.2. The commandant/ALS flight chief will determine the number of academic days a student can miss and still be able to make-up the work to continue or graduate. This determination should be made based on capability and previous performance.

R 13.2.3. This release is without prejudice and the student is eligible to return as soon as the reason for release is resolved and the student's unit can obtain a new quota. The releasing school will update the student status using the appropriate code, if applicable, in the current student management system.

13.3. Disciplinary Release.

13.3.1. Students who violate standards outlined in Air Force directives and individual school policies may receive a disciplinary release. Examples include, but are not be limited to, cheating, lack of effort, disruptive or poor attitude, or other conduct in violation of the Uniform Code of Military Justice.

13.3.2. The commandant/ALS flight chief is authorized to release students for disciplinary reasons without a disciplinary review board where sufficient evidence in support of the disciplinary release is otherwise established.

R 13.3.3. A disciplinary review board may be convened at the commandant's/ALS flight chief's discretion. The composition of the disciplinary review board will be at the discretion of the commandant/ALS flight chief but should consist of at least three or more military members in the same grade or higher than that of the student.

R 13.3.4. The disciplinary review board will forward findings and recommendations to the commandant/ALS flight chief, who will then make the final decision. It is not required that a board proceeding's administrative paperwork be completed before the release authority initiates action.

R 13.3.5. Prior to releasing a student for disciplinary reasons, coordination with the local staff judge advocate for legal review is recommended.

R 13.3.6. If released, the student may submit a written appeal within 10 working days of returning to home station/unit. The appeal authority will be one level above the releasing authority.

R 13.3.7. This release renders the student ineligible for re-entry into any EPME course of instruction for one year. The releasing school will update the student status using the appropriate code, if applicable, in the current student management system.

R 13.3.8. The student's commander should be fully apprised in writing of the situation surrounding the disciplinary release.

R 13.4. Notification Requirements for Student Releases.

R 13.4.1. Telephone the student's commander or first sergeant and command chief master sergeant (CCM) to inform them of a student's release and the reason for the release (i.e., ineligible, academic, disciplinary, etc.). Send written notification of a student's release and the reason for the release to the student's commander.

R 13.4.2. Send a notification message, letter, or FAX, to the student's MAJCOM DP (Attention EPME Representative, if applicable), the student's military personnel flight, the school commandant's/ALS flight chief's commander, and a courtesy copy to the student's MAJCOM CCM. The reason for release will not be in this notification; however, the type of release should be stated. For particulars regarding a disciplinary release, these other interested parties should contact the student's commander.

R 14. Awards. The commandant/ALS flight chief has the responsibility to ensure the integrity of the awards program and can prevent a student from receiving an award provided the proper documentation is in the student's academic record which would justify withholding the award (e.g., one or more letters of counseling, admonition, or reprimand for disciplinary problems).

R 14.1. Awards Authorized. The Air Force EPME Awards program acknowledges exceptional performance. The award names and descriptions are consistent throughout all levels of EPME. The John L. Levitow (most distinguished graduate) and Distinguished Graduate Awards are the only formal awards authorized. However, each school may present an Academic Achievement Award and/or Commandant (NCOA and AFSNCOA)/Leadership (ALS) Award in the name of the school. Criteria and procedures for calculating the John L. Levitow, Distinguished Graduate, and Academic Achievement Awards are explained in **Attachment 1, Awards Criteria**. The commandant/ALS flight chief will determine and publish criteria for the Commandant/Leadership Award. **No other awards, such as Communication Skills, Drillmaster, Sharp-Troop Appearance awards, are authorized for students attending EPME schools.**

R 14.2. Eligibility. All students are eligible for awards with the following exceptions: students failing to achieve a minimum passing score on any summative objective or performance evaluation are ineligible for the John L. Levitow, Distinguished Graduate, or Academic Achievement Awards.

14.3. John L. Levitow Award. This formal award is the highest honor awarded, and is presented to the distinguished graduate who is the most outstanding in objective and performance evaluations, demonstrated leadership and teamwork. Each school will have only one John L. Levitow Award recipient per class—no ties. The commandant/ALS flight chief will establish tie breaking procedures and criteria. The recipient of this award is the most Distinguished Graduate, and as such, is included as part of the 10 percent limit of distinguished graduates.

R 14.4. Distinguished Graduate Award. This formal award is presented to the top 10 percent of the class. Criteria are based on objective and performance evaluations, demonstrated leadership, and performance as a team player. Fractions will be rounded to the nearest ten (e.g., 34 students would allow for 2 Distinguished Graduates and one John L. Levitow [3 total]; 35 students would allow for 3 Distinguished Graduates and 1 John L. Levitow [4 total]). Ties are permitted for Distinguished Graduates (except John L. Levitow) as long as the intent of this paragraph is followed.

R 14.5. Academic Achievement Award. This **optional** school award denotes excellence as a scholar. It is based upon all summative objective and **individual** performance evaluation scores for the class (do not include **group** performance evaluation scores) and is given to the student with the **highest** academic standing. Ties are permitted as long as the intent of this paragraph is followed.

R 14.6. Commandant (NCOA and AFSNCOA)/Leadership (ALS) Award. This **optional** school award is presented to the student who, in the commandant's/ALS flight chief's judgment, made the most significant contribution to the overall success of the class. **Commandants/ALS flight chiefs will determine and publish the criteria for this award.**

R 15. Faculty Development. It is the responsibility of the commandant/ALS flight chief to ensure faculty development procedures are followed IAW this paragraph.

15.1. Instructor Qualification.

R 15.1.1. EPC's Education and Training office (DOOT) is responsible for requesting new faculty members take specific laboratories and/or practice teaching methodologies during attendance at Academic Instructor School (AIS). These decisions are based on EPME curriculum delivery needs.

15.1.2. The commandants/ALS flight chief will ensure compliance with the requirements published in the 8T000 Career Field Education and Training Plan (CFETP) and the EPME Policies, Procedures and Guidelines (PPG).

15.2. Non-Compliance With Faculty Credential Requirements.

R 15.2.1. Procedures outlined by CCAF provide time constraints in which non-degreed faculty members (instructors, 8T000) assigned to affiliated schools and the EPC must complete degree requirements. These procedures also build institutional safeguards in the form of sanctions at various points within the process. The reason for these severe sanctions is to ensure continued CCAF accreditation with the Commission on Colleges (COC) of the Southern Association of Colleges and Schools (SACS). EPME affiliation with CCAF is placed at risk when faculty members do not meet minimum SACS educational credentials criteria. When non-degreed faculty members are hired, it places additional pressure on the individual and the organization. The decision to hire non-degreed faculty should not be taken lightly. It is imperative the commandant/ALS flight chief work closely with non-degreed faculty members to ensure full compliance with SACS educational credentials criteria.

R 15.2.2. EPME organizations involved with instructional development and/or delivery, which do not meet faculty credential requirements—a mandatory condition for continued affiliation—are subject to possible sanctions.

R 15.2.2.1. EPC will report violations discovered during consultation visits, faculty reporting procedures, etc. to CCAF/CC for information and action.

15.3. Instructor Evaluation.

R 15.3.1. A strong evaluation system is the most effective way to **identify training requirements**. Each commandant/ALS flight chief will establish a comprehensive evaluation system to assess instructor strengths and identify opportunities for improvement. **All** instructor evaluations **must** be maintained in the instructor's Faculty Folder during the instructor's **entire** assignment.

15.3.2. Each non-qualified instructor will be evaluated at least once each class.

R 15.3.3. Qualified instructors will be evaluated at least semi-annually (e.g., minimum of one evaluation during Jan-Jun and one evaluation during Jul-Dec).

R 16. Consultation Visits. Commandants/ALS flight chiefs are responsible for conducting a self-assessment using the EPME Self Study/Consult Visit Checklist. Additionally, commandants/ALS flight chiefs **must** answer each checklist item in narrative format and provide those answers to EPC/DOX at least 30 days prior to the date of the scheduled consultation visit.

R 16.1. Frequency of Visits. EPC will conduct consultation visits to each school at least once every other calendar year.

R 16.2. Consultation visits serve four purposes:

- 1) Evaluate program management effectiveness.
- 2) Assess curriculum effectiveness.
- 3) Support Instructional System Development (ISD) process through external evaluation.
- 4) Provide assistance to the staff.

R 16.3. Scheduling and Coordination. EPC/DOX will schedule visits with each school at least one month prior to the visit. Each visit will be coordinated with the MAJCOM EPME office of primary responsibility (OPR) if applicable.

R 16.4. Trip Reports. EPC will complete a comprehensive report of the visit and provide copies of the report to the CEPME/CC/CV/CA, Commandant/ALS Flight Chief, EPC/DE, CCAF/SL, AU/XPRO, and if applicable, the MAJCOM OPR.

R 17. Non-resident Courses.

R 17.1. Eligibility requirements are listed in AFI 36-2301, *Professional Military Education* and the Air Force Institute for Advanced Distributed Learning (AFIADL) Course Catalog, {formerly the Extension Course Institute (ECI) Catalog}. This AFIADL Course Catalog is the definitive guidance for distance learning programs and can be found on the following AFIADL Web page:

http://www.maxwell.af.mil/au/afiadl/curriculum/catalog/cattoc_fr.htm

R 18. Records Management. It is the responsibility of the commandant/ALS flight chief to ensure all school records are maintained IAW AFMAN 37-139, *Records Disposition*.

R 19. Additional Guidance. In the absence of specific guidance from this and other EPME related instructions, use your best judgment.

//SIGNED//

WILLIAM B. SHIELDS

Colonel, USAF

Commander

RAWARDS CRITERIA

RA.1. John L. Levitow and Distinguished Graduate Awards. Input for these awards is gathered from four sources (summative evaluations, performance evaluations, instructor leadership points, and peer leadership points) to determine the award recipients. These criteria standardize the process used to select award recipients throughout EPME schools. John L. Levitow and Distinguished Graduate are the only authorized mandatory awards in EPME.

RA.2. Academic Achievement Award: The Academic Achievement award is based solely on summative objective and **individual** performance evaluations (do not include **group** performance evaluation scores) and is given to the student with the **highest** academic standing. This is an optional award.

RA.3. Commandant (NCOA and AFSNCOA)/Leadership (ALS) Award. For the criteria of this optional award, see paragraph 14.6.

RA.4. Weighted Awards Criteria. Calculations to determine award recipients are weighted to place more emphasis on the specific awards criteria measured by objective tests in relation to the awards criteria measured by performance evaluations. Objective tests are a better measurement of individual effort because performance evaluations most often measure the combined efforts of the examinee and other student members. Additionally, inter-rater reliability becomes a factor in performance evaluations. Consequently, more weight is assigned to objective tests in the awards program. Currently, the assigned weights for award applicable data are a ratio of “3” for objective tests to “1” for performance evaluations. The instructor and peer leadership points are in addition to these weighted factors.

RA.5. Graduate Tracking System (GTS) Calculation Sheets. (Attachment 2) These calculation sheets are used to record data from the four sources used to determine the final rankings and award recipients. The points from the summative evaluations, written and oral evaluations, instructor leadership points, and peer leadership points are added together to get a total score. This total score is used to determine the rank order of students for the entire class. The students with the highest total points (limited to the top 10 percent) are the Distinguished Graduate Award recipients (including the John L. Levitow recipient).

RA.5.1. Summative Objective Points. This includes the total percentage score based on the raw scores from all summative objective evaluations. Formative evaluation scores and test items under validation are NOT used in the awards selection process. Enter **raw** scores in the electronic GTS program or in the “Objective Test” column on the appropriate GTS Calculation Worksheet (Attachment 2).

RA.5.2. Summative Performance Points. This is the student’s percentage based upon the points received from the communication evaluation job aid ratings during the summative individual speaking and writing evaluations. Enter **percentage** scores in the electronic GTS program or in the “Communication Skills” column on the appropriate GTS Calculation Worksheet (Attachment 2).

RA.5.3. Instructor Leadership Points. Instructors **will** evaluate students **in their flight** based upon leadership, followership, support, interpersonal relations, and professional behavior. The instructor (one instructor per flight) is provided 45 points to distribute in the following manner:

Any portion of the 45 points can be distributed in 5-point increments, as the instructor deems appropriate, with a **maximum of 15 points to any one student**. The instructor evaluations should be accomplished prior to the peer evaluations to prevent peer evaluations from influencing instructor evaluations. Enter points in the GTS program or on the appropriate GTS Calculation Sheet.

RA.5.4. Peer Leadership Points. Students will rank-order the top three students **in their flight**, including themselves, based upon leadership, followership, support, interpersonal relations, and professional behavior (see paragraph A.5.4.1.). Each student will assign the top student in the flight an “A,” the second student a “B,” and the third student a “C.” Students should be briefed on this requirement early in the course to allow ample time to start the evaluation process. Peer evaluations (PE) should be completed and turned-in as close to the end of the course as possible. The point value for peer evaluations is determined as follows:

$$\begin{aligned} & [(5 * \text{PEA}) / \text{STD}] * 5 \\ & [(3 * \text{PEB}) / \text{STD}] * 5 \\ & + [(1 * \text{PEC}) / \text{STD}] * 5 \\ & \text{Total Peer Evaluation Points} \end{aligned}$$

PEA = Total number of “A” votes received.

PEB = Total number of “B” votes received.

PEC = Total number of “C” votes received.

STD = Total number of students in the flight. Round off to the nearest hundredth.

The electronic GTS program tabulates peer points **automatically**. If you use the paper-based GTS Calculation Worksheet, the above calculations must be performed and entered in the appropriate box.

RA.5.4.1. Peer Leadership Considerations. For standardization of awards criteria, schools **must** provide the following guidance help students determine what qualities to look for when awarding peer points:

R PEER LEADERSHIP CONSIDERATIONS

During your experience here, you've had many opportunities to interact with fellow students from your flight. The course is now nearing completion, and we would like your input on the three students you feel best-demonstrated positive leadership qualities and attributes.

R In any group faced with meeting a common challenge, leaders naturally emerge. By now you should be able to recognize those emergent leaders of your flight. Although you certainly have your own criteria of a good leader, the following questions **must** be considered when making your final choices:

R **GOAL ACCOMPLISHMENT** - Who did the most to help us achieve our flight goals? Who kept us on track during discussions? Who encouraged us to study and practice together so we all could succeed? Who sought clarification when it was needed? Who really helped motivate us? Who exceeded all duty requirements and expectations?

R **TEAMWORK** - Who did the most to promote teamwork within the flight? Who seemed to rally us together when we needed it? Who promoted harmony in the group? Who was instrumental in helping us manage our stress?

R **PROFESSIONAL CONDUCT ON/OFF DUTY** - Who were the "professionals" in the flight? Who exhibited integrity in word and action? Who was energetic and displayed initiative? Who always seemed courteous and supportive? Who showed a volunteer spirit?

LEADERSHIP/FOLLOWERSHIP - Who best exemplified my image of a military leader? Who was "sharp?" Who exhibited a high degree of personal fitness? Whose demeanor would I like to emulate? Who exemplified top military standards?

Please rank-order your choices. To maintain the integrity of this effort, please make your selections independently. This information, combined with other factors, will help determine the award recipients for your class. Thank you for your recommendations.

NCOA GTS Calculation Worksheet

(Round ALL values to 2 decimal places if not a whole number)

[illegible]

***NOTE 1: Graduation Criteria #1 (Objective Test score TOTAL must equal or exceed minimum # of valid questions required to graduate)**

*NOTE 2: Graduation Criteria #2 (Individual Communication Skills score TOTAL must equal or exceed 140 to graduate)

*NOTE 3: Graduation Criteria #3 (Overall Communication Skills score TOTAL must equal or exceed 70 to graduate)

***NOTE 4: Award Eligibility Criteria #1 (Meet minimum scores on part "1" and part "2" evaluations) (minimum scores provided by EPC)**

*NOTE 5: Award Eligibility Criteria #2 (Student must achieve 70 points, or higher, on each communication skills evaluation)

INSTRUCTIONS FOR COMPLETING EPME CURRICULUM/TEST CHANGE REQUEST

1. Use **electronic** version if possible. Fill in **all** blocks on the top half of the change request form and **forward to EPC/DOA**.
2. **School code:** Use the school code **assigned by EPC/DOA** for test analysis, critique, and survey data.
3. Check the appropriate box indicating whether the change request is for a **Test Change** or a **Lesson Change**.
4. For a **test** change, enter the **Test Item ID** number, as well as **your school's** values for the **Item EI** (Ease Index) and **Item Rpbis** (Point-Biserial Correlation).
5. Enter the **Lesson Number** and **Lesson Title** whether the request is for a change to curriculum **or** a test question.
6. **Type of Change:** Check the appropriate box indicating whether the change request would be considered **Major** or **Minor**. A **Major** change would constitute a change to over 50% of the material associated with the lesson or a complete revision of the test question. A **Minor** change would constitute a change to less than 50% of the material associated with the lesson or a slight revision of the test question (i.e., typo, wording of question stem, add or delete a response, etc.).
7. **ED/ALS Flight Chief Coordination:** Indicates the ED (NCOA and AFSNCOA) or ALS Flight Chief has seen and coordinated the change request. Type the name of the ED/ALS Flight Chief above “//**SIGNED**//” on the electronic version or have the ED/ALS Flight Chief **sign** the paper version **before** forwarding request to EPC/DOA.
8. **Change:** Check appropriate boxes indicating **all** types of material that will need to be changed if the request is approved.
9. **Provide Detailed Explanation of Change Request:** Self-explanatory. **NOTE:** This field is limited to a pre-determined size. Continue explanation in a separate document file if submitting the electronic version or on the reverse side of the form if submitting the paper version.
10. **Printed Name and Rank:** Information of individual requesting the change.
11. **Signature:** Type //**SIGNED**// on the electronic version or have the individual requesting the change **sign** the paper version **before** forwarding request to EPC/DOA.
12. **Date:** Indicate the date the change request was initiated.

NOTE: It is important to fill in **all** blocks on the top half of the form for EPC to perform an **in-depth evaluation** of the change request.

EPME Curriculum/Test Change Request							School Code:				
						Test Change: <input type="checkbox"/>		Lesson Change: <input type="checkbox"/>			
Test Item ID:		School Item EI:		School Item Rpbis:		ED/ALS Flight Chief Coordination: _____ //SIGNED//		Major <input type="checkbox"/>		Minor <input type="checkbox"/>	
Lesson Number:		Lesson Title:									
		LP/AIG <input type="checkbox"/>		SLG/SLA <input type="checkbox"/>		Handout <input type="checkbox"/>		Slides <input type="checkbox"/>		TQ <input type="checkbox"/>	
								TQ Response <input type="checkbox"/>		Other <input type="checkbox"/>	
Explanation:											
Printed Name and Rank:						Signature:				Date:	
Curriculum Team Comments:											
Printed Name and Rank:						Signature:				Date:	
No Action Required: <input type="checkbox"/>		DOA:									
Hold for 120 Day Review: <input type="checkbox"/>											
Hold for Annual Review: <input type="checkbox"/>											
Immediate Action: <input type="checkbox"/>											
Complete: <input type="checkbox"/>		POA: <input type="checkbox"/>									
DOA Tracking #:		Leadership: <input type="checkbox"/>									
		Communication: <input type="checkbox"/>									
		ED:									

GLOSSARY OF ABBREVIATIONS AND ACRONYMS

AFI – Air Force Instruction
AFIADL – Air Force Institute for Advanced Distributed Learning (Formerly ECI)
AFMAN – Air Force Manual
AFSC – Air Force Specialty Code
AFSNCOA – Air Force Senior Noncommissioned Officers Academy
AFTMS – Air Force Training Management System
AIS – Academic Instructor School
ALS – Airman Leadership School
AU – Air University
AU/XPRO – Chief, AU Enlisted PME
BITS – Base Information Transfer Service
CEPME – College for Enlisted Professional Military Education
CEPME/CA – Educational Advisor
CEPME/CC – Commander
CEPME/CV – Vice Commandant
CFETP – Career Field Education and Training Plan
COC – Commission on Colleges
CCAF – Community College of the Air Force
CCAF/SL – Student Relations
CCM – Command Chief Master Sergeant
DP – Director of Personnel
DRU – Direct Reporting Unit
ECI – Extension Course Institute
EPC – Educational Programs Cadre
EPC/DE – Dean, Educational Programs Cadre
EPC/DO – Director of Operations
EPC/DOA – Data Analysis
EPC/DOX – Plans and Programs
EPC/DOOT – Education and Training
EPC/ED – Director of Education
EPME – Enlisted Professional Military Education
EPME PPG – Enlisted Professional Military Education Policies, Procedures and Guidelines
ETCA – Education and Training Course Announcements
FAX – Facsimile
FOA – Field Operating Agency
HAWC – Health and Wellness Center
HQ USAF/DPDEE – Air Staff EPME Manager
IAW – In Accordance With
ISD – Instructional System Development
MAJCOM – Major Command
NCOA – Noncommissioned Officers Academy
OPR – Office of Primary Responsibility
POC – Point of Contact
SACS – Southern Association of Colleges and Schools
TDY – Temporary Duty

LIST OF REFERENCES

AFMAN 36-2235, *Instructional System Design, Education and Training*, 1 Nov 93

AFI 36-2301, *Professional Military Education*, 22 Jul 94 (**expecting revision**)

AFI 36-2605, *Air Force Military Personnel Testing System*, 17 Jun 94

AFMAN 37-139, *Records Disposition*, 1 Mar 96

AFI 40-502, *The Weight and Body Fat Management Program*, 1 Jul 99

AETCI 36-2215, *Training Administration*, 17 Jul 98

AUI 36-2308, *Academic Freedom*, 1 Aug 96

AUI 36-2309, *Academic Integrity*, 1 Aug 98

AUI 36-2313, *Air University Conducted Education Awards Program*, 23 Apr 97

CCAF, *Campus Relations Policies, Procedures, and Guidelines*, Jul 98

Southern Association of Colleges and Schools, Commission on Colleges, *Criteria for Accreditation*, 1998

CEPME, *EPME Policies, Procedures, and Guidelines*, 1 Oct 99

SDI 8T000, *Career Field Education and Training Plan*, 1 Oct 99

TABLE OF DISPOSITION FOR STUDENT RECORDS

(All references located in AFMAN 37-139)

Record Type	Table	Rule
Releases (Academic, Administrative and Disciplinary—whether student was released or retained to include ARB records)	36-37	11
Student Critiques (Applies to EPC/DOA for forwarded critiques)	36-37	24.01
Class Roster (CCAF requirement to maintain 10 years)	36-38	05
Formative & Summative Evaluations	36-40	03
All other Student Records	36-37	18